**The Kindergarten Core and MORE Instruction Checklist**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| -Often while graphing students will place objects on graph incorrectly.  -The vocabulary word “graph” is commonly misunderstood. We need to make sure it’s taught clearly. | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| -Review how to compare using words such as less than, greater than, and equal.  -Have an assortment of items on the board (i.e colored blocks), ask students how you might sort them.  - Use students suggestions and sort items by color, size, or other attribute.  - Remind students that they’ve learned the vocabulary words as less than, greater than, and equal. Ask them how they can use these words to describe the groups of objects. | |
| **BUILDING A FOUNDATION** (5 MINUTES) | |
| -Discuss with students how easy/hard it was to compare the objects in the different sets. What did they have to do to compare the objects?  -Explain to students that there is a way to make this comparison easier. Today they are going to learn how to make a “real graph”.  -Review how in the past we have compared rows of objects. A “real graph” uses rows to compare real objects.  -Make a real graph of the objects that have been sorted. | |
| **WHOLE GROUP INSTRUCTION: Concrete** (10 MINUTES) | |
| -Give each student 10 red/yellow counters.  -On your document camera line up 6 yellows and 4 red. Have students model the same thing on their tables.  -Using choral response, have the class tell you which color has the greater amount.  -Repeat this process using different amounts of each color until students are proficient.  -Each time explain that you are making a “real graph,” because you are using real objects to compare amounts in graphing columns. | |

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| **SCAFFOLDED INSTRUCTION: Representational** (10 MINUTES) |
| -Show the EnVision Visual Learning Animation.  -Have students use partner and choral response to answer questions.  -Use the Guided Practice option to check for understanding. |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) – during centers |
| -Pass out manipulatives with sortable attributes and a graphing mat, enough for students to work in pairs.  -Ask students to sort the objects with their partners and create a graph.  -Have them question each other about which object has greater, fewer, or equal amounts.  -If they have time, have partners switch with another pair and repeat the activity with a new set of manipulatives.  -Wander around the room and observe the students discussions. Use anecdotal notes to record the progress and understanding of each student. |
| **FORMATIVE ASSESSMENT** (5 MINUTES) |
| Use the EnVision Quick Check from teacher’s resources. |